

VISIT...

LANZAROTE
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MATERIALS

Letter page

Introducing the letter Dd



10–15 minutes

Show the child the letter page for *Dd*. Tell the child that this is the letter *d* and that it stands for the /d/ sound. Ask the child to trace the upper and lowercase letter on the page with his/her finger as he/she says the sound of the letter.

Picture cards

Spread the picture cards out on the table. Ask the child to group the pictures into words that begin with the /d/ sound in one stack and those that don't into another.

Game cards;
Game board

Play the matching game by placing the game cards face up on the table. Ask the child to place each letter on top of the picture on the game board whose name begins with that sound. Have the child repeat the game and see how fast he/she can match the letters and the pictures.

Letter cards:
d, o, t; Workmat

Blend Words



5–8 minutes

Line up the *d*, *o*, and *t* letter cards under the boxes on the workmat. Ask the child to move each letter into the box above it, starting on the left, and saying the sound of each letter. When the letters are in the boxes, ask the child to blend the sounds together to say the word. (/d/ /o/ /t/: *dot*) Repeat several times.

Letter cards:
p, a, d, d

Repeat the process with the letter cards *p, a, d* (/p/ /a/ /d/: *pad*) and *d, a, d* (/d/ /a/ /d/: *dad*)

Letter cards:
complete set

Ask the child to use the letter cards to make two- and three-letter words. Have the child make as many words as he/she can in a minute. After the child makes a word, have him/her read the word. Allow nonsense words as long as the child can sound them out.

Flash cards: *be, he, no, see, want*

Teach High-Frequency Words



5–8 minutes

Show the child only the new high-frequency word flash cards: *be, he, no, see, want*. Read each word to the child while you hold up the card. Have the child look at each card and repeat the word. Hold up each card one at a time, say the word, and spell it out loud. As you spell the word, have the child repeat each letter and spell it in the air with his/her finger. Finally, ask the child to practice reading the words as you flash the words on the cards.

Flash cards:
complete set

Add the rest of the high-frequency word flash cards to the stack, and have the child practice reading all of the words several times.

Tutor Teaching Tips

Lesson 6: Dd • Part 2

MATERIALS

Letter page

Review Part 1



5–10 minutes

If the second part of the lesson is done on a different day, show the child the letter page and review the letter and its sound. Ask the child to say some words that start with /d/.

Workmat; Letter cards: *D, o, n*

Have the child line up the letters *D, o, and n* under the boxes on the workmat. Have the child say each sound as he/she pushes each letter into a box. Then have the child say the word.

Flash cards

Show the child the flash cards one at a time and have the child read each word. Repeat several times.

Practice sheet

Decoding Practice



15–20 minutes

Point to the new words in row 1 of the practice sheet. Have the child run his/her finger under each letter as he/she blends the sounds. Then have the child say the whole word (/d/ /aaa/ /nnn/ : *Dan*). Repeat with the review words in row 2.

Have the child read the high-frequency words in rows 3 and 4 as quickly as he/she can, without sounding them out.

Have the child read the phrases in row 5 and the sentences in row 6, sounding out the decodable words and saying the high-frequency words quickly.

Decodable book: *Tots and Dots*

Have the child read the decodable book aloud. Ask the child to sound out decodable words by saying each sound and then blending the sounds together. If he/she has difficulty sounding out the word, say the word slowly and have the child repeat. Have the child read the high-frequency words quickly, without sounding them out. If the child doesn't know a high-frequency word, tell him/her the word.

When the child has finished reading the book, ask the child to tell you what happened in the story. Ask the child what would make Dad mad.

Decodable book; Take-home practice sheet

Home Connection

Encourage the child to take the book home to read with a family member or to practice reading on his/her own time. Tell the child that you will listen to him/her read the book the next time you are together. Have the child complete the take-home practice sheet with a family member.

Game cards; Game board

Optional Activity

If time permits, play the matching game from Part 1 again.

D d



dog

INSTRUCTIONS: Ask the child to practice reading the words and phrases below before reading the book.

1 New words	Dan • sad • Tad • dad dot • rod • nod
2 Reviewed words	pat • sat • pot • tan rat • rot • tot
3 New h-f words	be • he • no • see want
4 Reviewed h-f words	a • I • and • like(s) • put the • to • will • do • said
5 Phrases	see Dad do with sad Dan she wants dots
6 Sentences	Dan and Dad are sad. Nod at the dot.

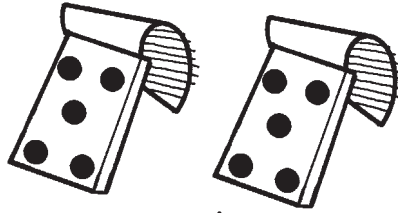
INSTRUCTIONS: Have the child choose words from the top of the page and write them in the spaces provided to finish the sentences. Have the child circle the objects that contain the letter *d*.



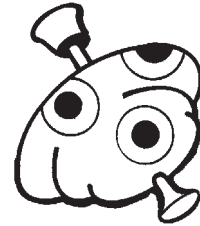
rat



dots



pads



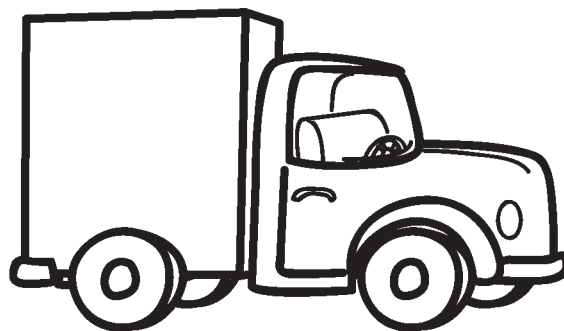
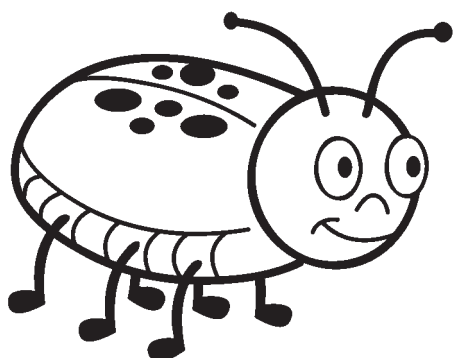
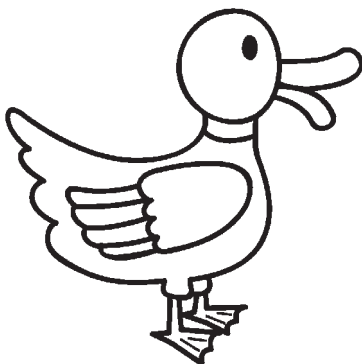
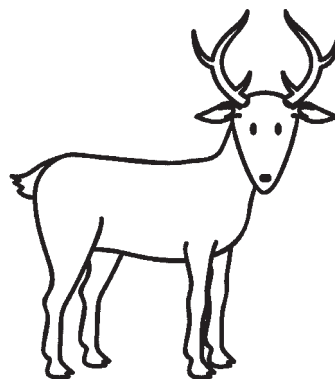
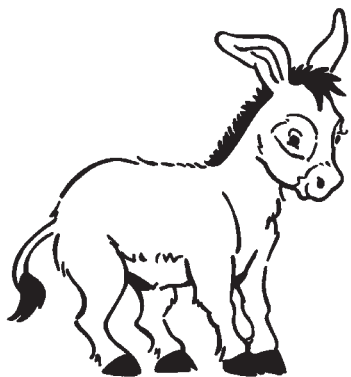
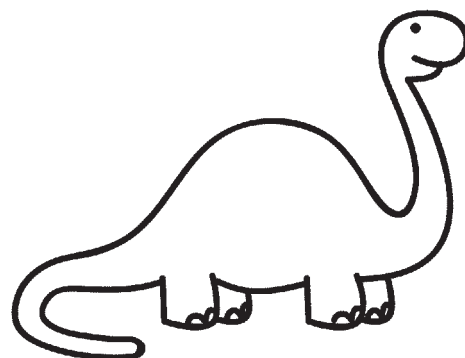
top

Tot likes dots.

He likes to see dots on pads.

Tot put tan dots on a tan top.

Tot put tan dots on Pat's rat.



d

d

d

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a

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s

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p

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t

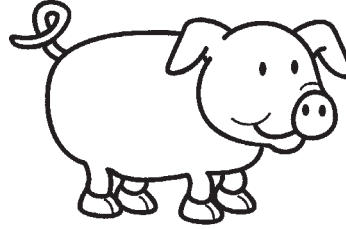
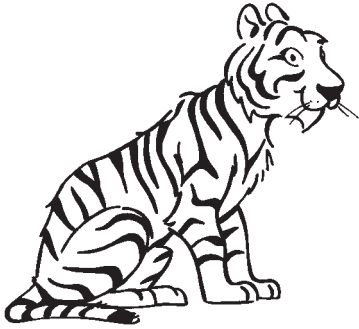
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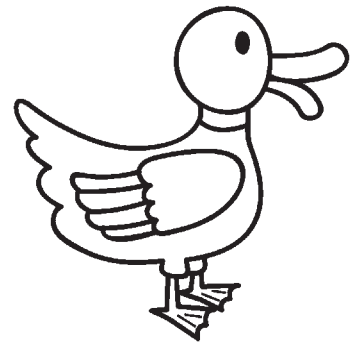
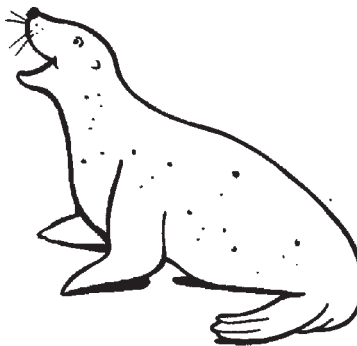
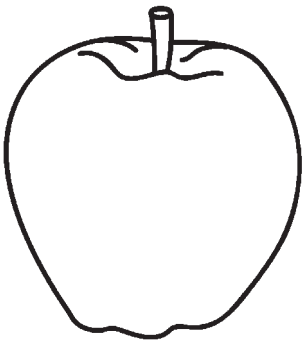
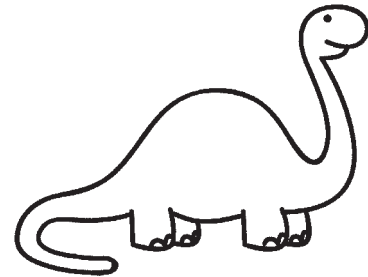
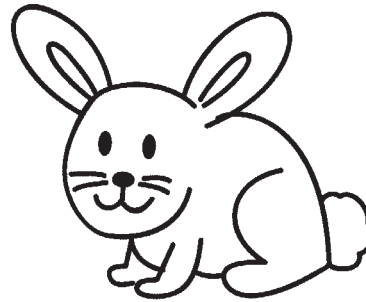
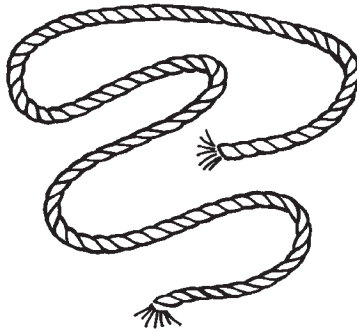
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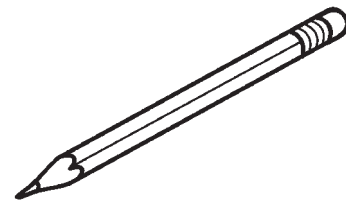
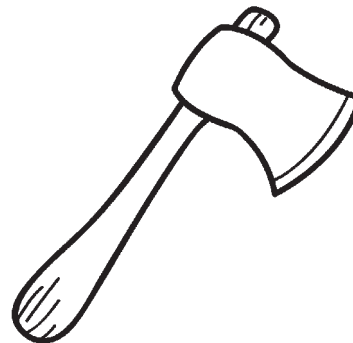
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